

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear-disappear).				2. (W4:1, Sp 4:7) .Suffixes can be added to nouns to form adjectives.							
<u>pre-</u>		de-		re-		danger		dangerous			
3-4. (W4:2, Sp 4:19, 20) Homophones are words that sound the same but have different meanings and different spellings.											
The dog jumped over the (style / <u>stile</u>).					The (<u>toad</u> / towed) leapt into the pond.						
5. (W4:1,3, Sp 4:9) ‘cian’ is used when root words end in ‘c’ or ‘cs’. It is often used in occupations (optician, politician)					6. (W4:1,3, Sp 4:10) ‘ssion’ words have a ‘sh’ sound and are often used on root words ending in ‘ss’ or ‘mit’ (admit-admission)						
magishun		<u>magician</u>		magition		<u>mission</u>		mishun		mition	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.											
phase		1	phrase		2	pride		4	play		3

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<u>walk</u>	<u>amble</u>	<u>stroll</u>	<u>plod</u>	<u>follow</u>
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs) A noun is a person, place or thing (cat, river, table)				
<u>The</u> old, red <u>(bus)</u> came slowly down <u>the</u> <u>street.</u>				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make writing more interesting. Connectives can include conjunctions, adverbs and prepositions.				
<u>later</u>	of course	<u>earlier</u>	undoubtedly	unless
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
As (<u>David</u> / he) leant against the wall, (<u>he</u> / David) took a sip of (David's / <u>his</u>) cool drink.				
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.				
<u>Suddenly,</u>	<u>Out of nowhere,</u>	Nevertheless,	In truth,	
18 -19. (W4:14,20) Past progressive form (was/were + verb+ 'ing') Present perfect form (have/has +the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.				
You shouldn't have (tore / <u>torn</u>) the book.			“Tell Mum I have (took / <u>taken</u>) the key.”	

20-21. (W4:17,21) A comma is used after a fronted adverbial . It is also used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.	
<u>The next morning,</u> Bill got up early, had breakfast and walked to the shop for his paper.	
22-23. (W4:22, Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The boy's toy was broken.	Both boys' toys got broken.
24-25. (W4:23) Inverted commas (speech marks " ") are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.	
<u>"Would you like some cake?"</u> asked Amy.	<u>"It's good,"</u> she said. <u>"It's homemade."</u>